



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7355 W. Orangewood, Glendale, AZ 85303

Glendale Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Underperforming
2003-04	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Toni Reynolds
 Schedule : 08:00 AM to 04:30 PM
 Grades : Pre-K-8
 Web Address : www.gesd.k12.az.us/desertspirit
 Phone Number : (623) 842-8216
 Fax Number : (623) 847-2980
 E-mail : treynolds@gesd40.org

Mission

Achieving Excellence Through Community! A place of: Learning and leadership; Creativity and challenge; Identity and purpose; Security and order; Community and involvement; Joy and celebration; For our children, staff, families and community.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Not Met

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Desert Spirit will increase academic achievement in reading; Percentage of students who score meets or exceeds in the area of reading will increase 10% each year as measured by AIMS-DPA assessment.
- ü Desert Spirit will increase academic achievement in math; Percentage of students who score meets or exceeds in the area of math will increase 10% each year as measured by AIMS-DPA assessment.
- ü Desert Spirit will increase academic achievement in writing; Percentage of students who score meets or exceeds in the area of writing will increase 10% each year as measured by AIMS-DPA assessment.

Enrollment

October 1, 2005 School Year Student Enrollment : 824
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 80

Instructional Programs

- ü Sheltered English Instruction
- ü 4 Blocks Language Arts
- ü Hands-on Problem Based Math and Science
- ü Curriculum Based Technology Instruction
- ü Get Real About Violence
- ü Creative Spirit
- ü Gifted and Special Needs Inclusion
- ü 7th and 8th Grade Electives

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	7/7/2006

Shared Responsibilities

School

Share leadership roles. Provide a safe environment. Respect diversity. Celebrate people and learning. Involve the families and community in learning. Provide a challenging academic environment. Communicate effectively. Display kindness and respect.

Parents

Read with our children 30 minutes per day. Make sure children are well rested and properly fed. Involve the children in the responsibilities of the home. Provide opportunities for our children to read and write. Use community resources when needed. Network with other parents. Attend school functions. Drop off and pick up students on time. Participate in parent teacher conferences and communicate with the school.

Transportation Policy

We bus students who live east of 67th Avenue. It is the district policy to provide transportation to students who live outside of the square mile bounded by 67th Ave., 75th Ave., Glendale Ave. and Northern, or to students who have to cross a major thoroughfare.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	1566	80010	100	100	99	410	428	447	33	19	10	25	26	18	40	48	53	2	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	766	38935	98	99	99	412	427	447	25	19	9	27	25	19	48	48	55	NA	8	17
Male	58	799	40974	100	100	98	407	428	448	41	18	11	22	27	18	33	47	52	3	8	19
African American	NC	143	4201	NC	100	99	NC	415	430	NC	27	17	NC	27	23	NC	43	51	NC	2	9
Hispanic	81	1099	34545	99	100	99	409	426	432	35	19	14	22	26	24	43	49	53	NA	6	9
Asian/Pacific Islander	NC	39	2068	NC	100	99	NC	445	474	NC	15	4	NC	23	10	NC	28	50	NC	33	36
American Indian/Alaskan Native	NC	34	3979	NC	94	96	NC	426	424	NC	15	17	NC	32	30	NC	44	47	NC	9	6
White	20	249	35142	100	99	99	413	443	465	25	12	5	35	26	11	35	46	56	5	16	28
Students with Disabilities	19	213	10161	100	100	93	376	396	419	79	43	28	16	35	28	5	22	36	NA	0	8
Students without Disabilities	95	1353	69849	99	100	100	415	432	451	24	15	7	26	24	17	47	52	56	2	9	19
Limited English Proficient Students	52	608	14013	93	96	97	403	421	413	38	22	24	21	26	34	38	47	39	2	4	3
Migrant Students	NC	38	603	NC	97	96	NC	423	417	NC	21	22	NC	29	32	NC	42	42	NC	8	4
Economically Disadvantaged	96	1243	39029	98	98	98	406	424	432	34	20	14	25	27	25	41	47	52	NA	6	9
Non-Economically Disadvantaged	18	323	40981	100	100	100	429	441	462	28	12	6	22	23	13	39	49	54	11	16	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	1565	79438	99	100	98	407	425	451	32	22	9	39	32	24	29	42	56	NA	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	766	38775	98	99	99	415	431	457	18	18	7	43	31	22	39	46	58	NA	5	13
Male	57	798	40560	100	100	97	399	420	446	46	26	12	35	32	25	19	39	54	NA	3	9
African American	NC	142	4178	NC	100	98	NC	416	439	NC	25	13	NC	38	29	NC	36	52	NC	1	6
Hispanic	80	1099	34297	98	100	98	406	422	434	34	24	14	39	32	31	28	41	50	NA	3	5
Asian/Pacific Islander	NC	39	2063	NC	100	99	NC	441	475	NC	5	3	NC	38	15	NC	49	63	NC	8	20
American Indian/Alaskan Native	NC	34	3940	NC	94	95	NC	425	429	NC	15	14	NC	44	36	NC	35	47	NC	6	3
White	20	249	34887	100	99	98	415	443	471	25	18	4	35	22	15	40	51	63	NA	10	18
Students with Disabilities	19	211	9588	100	99	88	367	374	416	84	64	30	16	25	32	NA	10	34	NA	0	5
Students without Disabilities	94	1354	69850	98	100	100	414	432	456	21	16	7	44	33	23	35	47	59	NA	4	12
Limited English Proficient Students	52	609	13856	93	96	96	397	415	407	35	27	27	44	34	43	21	38	29	NA	1	1
Migrant Students	NC	38	600	NC	97	96	NC	423	418	NC	24	22	NC	37	38	NC	37	39	NC	3	2
Economically Disadvantaged	95	1242	38685	97	98	97	405	421	435	33	24	14	41	33	32	26	41	50	NA	3	5
Non-Economically Disadvantaged	18	323	40753	100	100	99	418	441	467	28	16	5	28	25	16	44	50	62	NA	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	1564	79971	98	100	99	373	398	423	21	13	8	59	51	41	20	35	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	768	38974	96	99	99	392	412	437	11	9	5	67	45	33	22	45	57	NA	1	4
Male	57	795	40895	100	100	98	353	385	410	32	17	10	51	57	47	18	26	41	NA	1	2
African American	NC	142	4203	NC	100	99	NC	397	411	NC	11	11	NC	60	45	NC	28	43	NC	1	2
Hispanic	81	1097	34481	99	99	99	372	397	410	23	14	10	56	50	46	21	36	43	NA	1	1
Asian/Pacific Islander	NC	39	2067	NC	100	99	NC	399	449	NC	13	4	NC	46	28	NC	41	60	NC	NA	8
American Indian/Alaskan Native	NC	34	3995	NC	94	96	NC	395	409	NC	15	10	NC	47	47	NC	38	42	NC	NA	1
White	19	250	35150	95	100	99	373	403	437	21	13	5	58	51	35	21	35	56	NA	1	5
Students with Disabilities	19	214	10258	100	100	94	336	344	377	37	36	23	47	53	51	16	10	25	NA	NA	1
Students without Disabilities	93	1350	69713	97	100	100	379	406	429	18	10	5	61	50	39	20	39	52	NA	1	3
Limited English Proficient Students	52	607	13985	93	96	97	355	387	382	33	18	18	50	49	54	17	32	27	NA	1	0
Migrant Students	NC	38	608	NC	97	97	NC	389	389	NC	16	16	NC	55	50	NC	29	33	NC	NA	0
Economically Disadvantaged	94	1243	38994	96	98	98	371	395	409	22	14	10	57	51	47	20	34	41	NA	0	1
Non-Economically Disadvantaged	18	321	40977	100	100	100	385	409	437	17	11	5	67	48	34	17	39	56	NA	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	1550	80147	98	100	99	456	458	482	24	21	11	20	25	17	47	43	49	9	12	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	757	39281	100	100	99	456	458	483	24	19	9	19	27	17	54	43	50	3	11	24
Male	53	792	40780	96	100	98	456	457	482	25	22	12	21	23	17	40	43	48	15	12	24
African American	NC	143	4249	NC	100	99	NC	448	464	NC	26	17	NC	24	22	NC	43	48	NC	8	13
Hispanic	82	1083	33494	100	100	99	451	454	466	27	23	15	22	26	23	44	41	49	7	10	14
Asian/Pacific Islander	NC	37	2103	NC	97	99	NC	488	515	NC	14	4	NC	11	8	NC	46	44	NC	30	45
American Indian/Alaskan Native	NC	35	4117	NC	97	96	NC	466	456	NC	9	19	NC	23	27	NC	60	46	NC	9	8
White	13	251	36122	93	100	99	460	473	501	31	13	5	15	22	10	38	46	50	15	20	35
Students with Disabilities	11	220	10295	100	100	92	397	423	443	73	52	33	18	22	26	9	20	33	NA	5	8
Students without Disabilities	101	1330	69852	98	100	100	462	463	488	19	16	7	20	25	16	51	46	51	10	13	26
Limited English Proficient Students	44	521	12722	100	95	97	445	442	441	27	30	27	20	29	33	52	35	37	NA	6	3
Migrant Students	NC	22	622	NC	100	97	NC	444	454	NC	23	19	NC	41	30	NC	27	43	NC	9	8
Economically Disadvantaged	90	1192	38371	98	99	97	452	452	465	27	24	15	20	26	23	44	41	49	9	9	13
Non-Economically Disadvantaged	22	358	41776	100	100	100	474	476	498	14	11	6	18	20	11	59	50	49	9	19	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	1551	79686	97	100	98	439	444	470	29	22	11	31	35	24	39	40	57	2	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	757	39163	98	100	99	439	449	475	29	18	9	31	35	22	36	43	60	3	3	10
Male	53	793	40438	96	100	97	439	439	465	28	26	13	30	35	25	42	37	54	NA	2	7
African American	NC	142	4228	NC	100	98	NC	441	458	NC	23	15	NC	36	28	NC	40	53	NC	1	4
Hispanic	82	1083	33299	100	100	98	432	439	452	34	25	17	32	37	32	33	36	47	1	2	3
Asian/Pacific Islander	NC	37	2097	NC	97	99	NC	459	490	NC	19	5	NC	22	13	NC	54	68	NC	5	14
American Indian/Alaskan Native	NC	35	4087	NC	97	96	NC	451	446	NC	9	16	NC	43	38	NC	43	44	NC	6	2
White	13	253	35914	93	100	98	451	462	489	31	13	5	15	27	15	54	54	67	NA	6	14
Students with Disabilities	11	222	9808	100	100	87	405	408	432	64	56	35	27	26	32	9	17	30	NA	1	3
Students without Disabilities	100	1329	69878	97	100	100	443	450	475	25	17	8	31	36	23	42	44	61	2	3	9
Limited English Proficient Students	44	521	12594	100	95	96	426	425	422	34	36	34	39	39	45	27	24	21	NA	1	0
Migrant Students	NC	22	611	NC	100	95	NC	433	439	NC	27	22	NC	41	39	NC	32	37	NC	NA	2
Economically Disadvantaged	89	1191	38095	97	99	97	434	439	452	31	25	17	31	37	32	37	37	48	NA	2	3
Non-Economically Disadvantaged	22	360	41591	100	100	99	458	461	486	18	14	6	27	29	16	45	51	65	9	6	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	1544	80372	96	100	99	459	458	475	7	6	4	37	41	30	55	53	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	757	39452	98	100	99	470	469	488	5	4	3	38	34	22	57	62	72	NA	1	3
Male	52	786	40836	95	100	98	447	447	464	10	8	6	37	48	37	54	44	56	NA	1	1
African American	NC	142	4264	NC	100	99	NC	456	465	NC	6	5	NC	42	35	NC	51	59	NC	2	1
Hispanic	80	1076	33608	98	100	99	458	455	462	5	6	6	41	43	36	54	51	57	NA	0	1
Asian/Pacific Islander	NC	36	2098	NC	95	99	NC	467	500	NC	11	2	NC	17	16	NC	69	75	NC	3	7
American Indian/Alaskan Native	NC	35	4128	NC	97	97	NC	468	464	NC	3	4	NC	29	39	NC	69	56	NC	NA	1
White	13	254	36213	93	100	99	431	468	489	31	4	2	15	38	22	54	58	72	NA	1	3
Students with Disabilities	11	221	10526	100	100	94	379	409	427	55	18	15	36	63	53	9	19	31	NA	0	1
Students without Disabilities	99	1323	69846	96	100	100	467	465	482	2	4	3	37	37	26	61	59	69	NA	1	2
Limited English Proficient Students	43	513	12747	98	94	97	449	439	432	7	10	12	47	49	52	47	41	36	NA	0	0
Migrant Students	NC	21	621	NC	95	97	NC	441	452	NC	5	9	NC	67	40	NC	29	51	NC	NA	0
Economically Disadvantaged	88	1183	38521	96	98	98	455	453	461	8	6	6	41	43	38	51	50	55	NA	0	1
Non-Economically Disadvantaged	22	361	41851	100	100	100	474	472	489	5	4	3	23	32	22	73	63	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	1433	79306	99	100	99	467	478	504	31	26	13	31	28	20	34	38	49	4	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	711	38845	100	100	99	473	478	505	24	23	11	32	30	20	41	40	50	3	7	18
Male	37	721	40383	97	100	98	462	477	504	38	29	14	30	26	19	27	36	47	5	10	19
African American	10	121	4171	100	100	98	NA	466	485	NA	35	20	NA	28	26	NA	35	44	NA	2	10
Hispanic	35	985	32673	97	100	99	461	474	487	31	28	18	46	29	25	17	36	46	6	7	10
Asian/Pacific Islander	NC	37	2147	NC	95	99	NC	497	539	NC	11	5	NC	30	10	NC	43	46	NC	16	40
American Indian/Alaskan Native	NC	16	4034	NC	100	97	NC	460	479	NC	44	22	NC	25	29	NC	31	43	NC	NA	7
White	21	274	36234	100	100	99	485	494	523	24	16	6	14	23	13	57	46	52	5	15	28
Students with Disabilities	15	203	10286	94	100	91	441	437	462	60	66	41	27	19	27	13	14	27	NA	1	5
Students without Disabilities	56	1230	69020	100	100	100	474	484	510	23	19	9	32	29	18	39	42	52	5	10	21
Limited English Proficient Students	21	489	10291	100	96	96	461	462	458	29	36	38	48	33	34	19	28	26	5	3	2
Migrant Students	NC	22	630	NC	100	95	NC	473	478	NC	27	24	NC	36	27	NC	27	43	NC	9	6
Economically Disadvantaged	48	1078	37437	98	98	97	456	472	486	40	29	19	38	29	26	19	35	46	4	6	9
Non-Economically Disadvantaged	23	355	41869	100	100	100	490	495	521	13	16	7	17	25	14	65	45	51	4	15	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	1437	79000	99	100	98	456	464	489	28	21	10	34	33	24	34	43	58	4	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	713	38774	100	100	99	462	468	494	21	17	7	38	33	22	38	46	61	3	3	10
Male	37	723	40150	97	100	98	450	460	485	35	25	12	30	32	25	30	39	55	5	3	8
African American	10	121	4153	100	100	98	NA	463	476	NA	19	13	NA	41	30	NA	37	53	NA	2	4
Hispanic	35	987	32508	97	100	98	440	459	472	37	24	15	40	34	33	23	41	49	NA	1	3
Asian/Pacific Islander	NC	38	2142	NC	97	99	NC	476	510	NC	8	4	NC	42	14	NC	42	67	NC	8	16
American Indian/Alaskan Native	NC	16	4016	NC	100	96	NC	461	467	NC	31	14	NC	19	37	NC	50	46	NC	NA	2
White	21	275	36135	100	100	98	484	482	508	14	14	4	19	25	14	52	53	67	14	8	15
Students with Disabilities	15	207	9991	94	100	88	429	424	449	60	60	33	20	26	36	20	14	29	NA	1	2
Students without Disabilities	56	1230	69009	100	100	100	463	471	495	20	15	6	38	34	22	38	48	62	5	3	10
Limited English Proficient Students	21	489	10199	100	96	95	434	446	439	43	33	35	43	39	47	14	28	18	NA	0	0
Migrant Students	NC	22	629	NC	100	95	NC	453	457	NC	27	22	NC	41	41	NC	32	37	NC	NA	1
Economically Disadvantaged	48	1082	37234	98	99	97	443	459	472	38	24	15	40	34	33	21	40	50	2	2	3
Non-Economically Disadvantaged	23	355	41766	100	100	99	482	480	505	9	13	5	22	28	16	61	52	65	9	7	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	1432	79611	99	100	99	450	484	496	20	10	7	49	39	37	31	50	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	713	39016	100	100	99	480	499	511	9	7	4	47	32	29	44	61	66	NA	0	1
Male	37	718	40519	97	99	98	423	469	482	30	14	10	51	47	44	19	39	46	NA	NA	0
African American	10	121	4188	100	100	98	NA	484	486	NA	12	9	NA	42	40	NA	46	50	NA	NA	0
Hispanic	35	983	32855	97	99	99	437	481	481	23	10	10	49	41	43	29	49	47	NA	0	0
Asian/Pacific Islander	NC	38	2149	NC	97	100	NC	488	519	NC	11	4	NC	37	24	NC	53	70	NC	NA	2
American Indian/Alaskan Native	NC	16	3992	NC	100	96	NC	458	478	NC	19	10	NC	31	46	NC	50	44	NC	NA	0
White	21	274	36380	100	100	99	470	496	511	19	8	4	38	35	30	43	57	65	NA	0	1
Students with Disabilities	15	207	10664	94	100	94	390	419	440	47	32	23	47	52	54	7	16	22	NA	0	1
Students without Disabilities	56	1225	68947	100	99	100	466	494	504	13	6	4	50	37	34	38	56	61	NA	0	1
Limited English Proficient Students	21	486	10362	100	96	97	431	461	438	19	16	22	57	47	57	24	36	21	NA	NA	NA
Migrant Students	NC	22	636	NC	100	96	NC	441	467	NC	32	14	NC	27	47	NC	41	38	NC	NA	0
Economically Disadvantaged	48	1078	37626	98	98	98	428	480	479	29	12	10	48	40	45	23	49	45	NA	0	0
Non-Economically Disadvantaged	23	354	41985	100	100	100	496	496	511	NA	6	4	52	39	30	48	55	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	1460	79327	100	100	98	497	492	518	34	34	19	24	22	20	33	37	46	10	6	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	704	38961	98	100	98	503	495	520	25	29	16	30	25	20	32	39	48	13	7	16
Male	36	755	40295	100	100	97	487	490	516	47	39	21	14	19	19	33	36	44	6	6	16
African American	13	132	4247	100	99	98	477	480	499	38	43	27	23	22	24	38	33	41	NA	2	8
Hispanic	61	1009	32327	100	100	98	495	488	499	33	36	27	28	24	25	33	35	41	7	5	8
Asian/Pacific Islander	NC	36	1939	NC	100	99	NC	518	556	NC	17	6	NC	17	10	NC	50	47	NC	17	36
American Indian/Alaskan Native	NC	39	4391	NC	100	96	NC	504	489	NC	23	32	NC	21	27	NC	54	36	NC	3	4
White	13	242	36373	100	100	98	529	512	538	31	25	10	8	16	14	23	46	52	38	13	25
Students with Disabilities	21	218	9321	100	99	87	450	450	467	71	71	54	14	15	22	14	14	21	NA	0	3
Students without Disabilities	71	1242	70006	100	100	100	510	499	524	23	28	14	27	23	19	38	42	49	13	7	18
Limited English Proficient Students	31	468	9431	97	95	95	473	475	466	45	46	53	32	25	27	23	28	18	NA	2	1
Migrant Students	NC	28	635	NC	100	94	NC	478	488	NC	46	31	NC	18	29	NC	32	36	NC	4	4
Economically Disadvantaged	71	1102	37097	97	98	97	486	487	498	37	37	27	25	23	25	35	34	41	3	5	7
Non-Economically Disadvantaged	21	358	42230	100	100	99	532	508	535	24	24	11	19	19	15	24	47	50	33	10	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1461	79501	100	100	98	460	470	497	35	24	10	27	32	25	35	42	60	2	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	704	39062	98	100	99	470	476	502	25	19	8	29	32	23	46	48	64	NA	1	5
Male	37	756	40368	100	100	98	445	464	491	51	29	13	24	33	27	19	36	57	5	1	3
African American	14	134	4279	100	100	99	453	461	485	43	31	14	21	31	30	36	38	54	NA	NA	2
Hispanic	61	1009	32389	100	100	98	458	466	478	36	26	16	26	36	34	36	38	48	2	1	1
Asian/Pacific Islander	NC	36	1936	NC	100	99	NC	492	519	NC	8	3	NC	19	14	NC	72	73	NC	NA	9
American Indian/Alaskan Native	NC	39	4401	NC	100	96	NC	473	473	NC	23	17	NC	31	40	NC	44	43	NC	3	1
White	13	241	36446	100	100	99	480	489	516	23	16	4	31	22	15	38	59	73	8	4	7
Students with Disabilities	22	220	9411	100	100	88	409	427	453	91	63	36	5	25	36	5	12	26	NA	0	1
Students without Disabilities	71	1241	70090	100	100	100	476	477	502	18	17	7	34	34	24	45	47	65	3	1	5
Limited English Proficient Students	31	468	9401	97	95	94	441	451	443	48	36	40	26	39	46	26	25	14	NA	NA	0
Migrant Students	NC	28	642	NC	100	95	NC	447	465	NC	39	24	NC	32	41	NC	29	35	NC	NA	0
Economically Disadvantaged	71	1101	37183	97	98	97	454	464	479	37	27	16	28	34	34	35	38	49	NA	1	1
Non-Economically Disadvantaged	22	360	42318	100	100	99	480	487	513	32	14	5	23	28	17	36	54	70	9	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1461	80000	100	100	99	532	544	564	10	5	3	20	14	11	68	78	75	2	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	705	39288	98	100	99	558	559	579	4	3	2	11	10	6	84	82	77	2	5	16
Male	37	755	40644	100	100	98	494	531	549	19	7	4	35	18	15	43	73	74	3	2	7
African American	14	130	4307	100	97	99	521	532	551	21	5	4	21	21	13	50	74	75	7	1	7
Hispanic	61	1013	32672	100	100	99	529	542	548	10	5	4	21	14	14	69	78	76	NA	3	6
Asian/Pacific Islander	NC	36	1945	NC	100	99	NC	579	592	NC	NA	1	NC	3	4	NC	86	69	NC	11	25
American Indian/Alaskan Native	NC	38	4424	NC	97	97	NC	545	549	NC	5	3	NC	11	14	NC	82	77	NC	3	5
White	13	242	36602	100	100	99	553	557	579	NA	3	2	15	12	7	77	77	75	8	8	16
Students with Disabilities	22	217	9919	100	98	93	468	487	505	23	14	9	55	39	35	23	47	54	NA	NA	2
Students without Disabilities	71	1244	70081	100	100	100	552	554	571	6	3	2	10	10	7	82	83	79	3	4	12
Limited English Proficient Students	31	468	9571	97	95	96	513	523	502	10	7	10	26	22	29	65	69	60	NA	2	1
Migrant Students	NC	28	654	NC	100	97	NC	519	534	NC	14	7	NC	18	16	NC	64	74	NC	4	3
Economically Disadvantaged	71	1100	37534	97	98	98	531	540	547	10	5	4	21	16	15	68	76	76	1	2	5
Non-Economically Disadvantaged	22	361	42466	100	100	100	538	559	578	9	3	2	18	9	7	68	81	75	5	7	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	1396	78546	100	100	97	509	519	543	33	25	15	30	26	18	35	43	52	2	6	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	707	38645	97	100	98	509	522	545	39	23	13	23	25	18	39	46	54	NA	6	15
Male	29	686	39792	100	100	97	509	515	542	28	28	17	38	27	17	31	40	50	3	5	15
African American	NC	126	4205	NC	100	97	NC	507	524	NC	29	22	NC	32	22	NC	38	49	NC	1	7
Hispanic	41	948	31177	100	100	97	506	516	524	34	27	22	34	27	23	32	42	48	NA	5	7
Asian/Pacific Islander	NC	36	1940	NC	100	99	NC	546	580	NC	11	5	NC	19	9	NC	53	53	NC	17	33
American Indian/Alaskan Native	--	31	4689	--	100	95	--	528	515	--	19	28	--	13	25	--	65	43	--	3	4
White	14	252	36450	100	100	97	506	532	563	36	20	7	29	23	12	29	47	57	7	10	23
Students with Disabilities	NC	153	8093	NC	100	82	NC	471	489	NC	66	50	NC	29	24	NC	5	23	NC	NA	2
Students without Disabilities	53	1243	70453	100	100	100	514	524	549	28	20	11	30	26	17	40	48	56	2	6	16
Limited English Proficient Students	16	428	9323	100	94	94	507	506	491	19	30	47	50	33	28	31	34	24	NA	3	1
Migrant Students	NC	17	674	NC	100	95	NC	509	515	NC	24	28	NC	41	27	NC	29	40	NC	6	5
Economically Disadvantaged	43	1005	34694	100	98	96	510	515	524	35	27	23	26	28	23	40	40	48	NA	5	7
Non-Economically Disadvantaged	17	391	43852	100	100	99	507	529	559	29	20	10	41	21	13	24	51	56	6	8	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	1397	79045	100	100	98	483	488	512	22	17	10	40	37	25	38	44	58	NA	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	707	38860	97	100	98	484	496	519	23	13	7	39	33	22	39	52	62	NA	3	8
Male	29	687	40075	100	100	97	481	479	505	21	22	12	41	41	28	38	37	54	NA	1	6
African American	NC	126	4250	NC	100	98	NC	480	500	NC	21	12	NC	41	31	NC	37	54	NC	1	3
Hispanic	41	948	31314	100	100	98	475	484	493	27	18	16	39	39	34	34	41	48	NA	1	2
Asian/Pacific Islander	NC	36	1949	NC	100	99	NC	510	536	NC	8	4	NC	25	15	NC	67	66	NC	NA	15
American Indian/Alaskan Native	--	31	4719	--	100	96	--	493	489	--	6	15	--	39	39	--	52	45	--	3	2
White	14	253	36730	100	100	98	493	503	532	7	14	4	50	27	16	43	55	68	NA	4	12
Students with Disabilities	NC	154	8552	NC	100	87	NC	440	463	NC	59	35	NC	36	40	NC	5	23	NC	NA	1
Students without Disabilities	53	1243	70493	100	100	100	488	493	517	17	12	7	40	37	24	43	49	62	NA	2	8
Limited English Proficient Students	16	428	9355	100	94	95	461	470	456	25	25	37	56	47	48	19	28	15	NA	NA	0
Migrant Students	NC	17	682	NC	100	96	NC	475	480	NC	29	23	NC	41	37	NC	29	39	NC	NA	1
Economically Disadvantaged	43	1005	34922	100	98	96	481	483	493	28	20	15	30	39	34	42	40	48	NA	1	3
Non-Economically Disadvantaged	17	392	44123	100	100	99	486	500	527	6	11	6	65	31	18	29	54	66	NA	4	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	1399	79657	100	100	99	547	554	566	5	5	3	10	9	8	85	85	87	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	706	39120	97	99	99	562	571	580	3	2	2	6	5	4	90	92	92	NA	1	2
Male	29	690	40423	100	100	98	532	536	553	7	8	5	14	13	12	79	79	83	NA	0	1
African American	NC	126	4290	NC	100	99	NC	555	560	NC	3	4	NC	9	9	NC	87	86	NC	1	1
Hispanic	41	952	31642	100	100	99	539	551	552	7	5	5	10	10	11	83	85	84	NA	0	0
Asian/Pacific Islander	NC	36	1948	NC	100	99	NC	556	589	NC	6	1	NC	11	3	NC	83	91	NC	NA	4
American Indian/Alaskan Native	--	30	4760	--	97	97	--	551	547	--	7	5	--	3	14	--	90	81	--	NA	0
White	14	252	36929	100	100	99	567	563	579	NA	5	2	7	8	5	93	87	91	NA	1	2
Students with Disabilities	NC	155	9069	NC	100	92	NC	487	508	NC	20	11	NC	32	30	NC	48	58	NC	NA	1
Students without Disabilities	53	1244	70588	100	100	100	552	562	573	4	3	2	9	6	5	87	90	91	NA	0	1
Limited English Proficient Students	16	426	9521	100	94	96	507	537	507	19	7	13	NA	13	24	81	80	63	NA	NA	0
Migrant Students	NC	17	694	NC	100	98	NC	551	546	NC	NA	5	NC	6	12	NC	94	82	NC	NA	1
Economically Disadvantaged	43	1006	35341	100	98	97	545	549	551	7	6	5	9	10	12	84	84	83	NA	0	0
Non-Economically Disadvantaged	17	393	44316	100	100	100	553	567	578	NA	3	2	12	7	5	88	90	90	NA	1	2

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Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	1437	78400	98	99	97	506	528	554	53	33	21	28	26	19	19	38	47	NA	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	720	38686	96	99	98	515	528	554	44	32	20	30	28	20	26	38	49	NA	3	12
Male	26	717	39636	100	99	96	497	528	554	62	34	23	27	25	18	12	38	46	NA	3	13
African American	NC	150	4193	NC	98	97	NC	522	533	NC	38	32	NC	24	23	NC	36	40	NC	2	5
Hispanic	33	926	30732	97	99	97	500	522	534	58	37	31	30	28	24	12	33	40	NA	2	5
Asian/Pacific Islander	NC	38	1827	NC	100	99	NC	564	594	NC	11	8	NC	18	12	NC	58	49	NC	13	31
American Indian/Alaskan Native	NC	32	4536	NC	100	95	NC	521	528	NC	44	35	NC	25	25	NC	31	37	NC	NA	4
White	13	290	37038	100	99	97	518	546	575	38	19	11	31	24	14	31	51	56	NA	6	19
Students with Disabilities	NC	180	7840	NC	97	81	NC	480	498	NC	77	60	NC	14	18	NC	9	20	NC	NA	2
Students without Disabilities	45	1257	70560	98	99	99	511	535	560	47	27	17	31	28	19	22	42	50	NA	4	14
Limited English Proficient Students	12	383	8956	92	97	95	482	510	502	83	44	56	17	32	25	NA	24	18	NA	0	1
Migrant Students	--	20	676	--	87	95	--	508	523	--	50	38	--	25	25	--	25	36	--	NA	1
Economically Disadvantaged	38	943	33014	100	97	95	504	522	534	58	37	31	21	28	24	21	34	40	NA	2	5
Non-Economically Disadvantaged	15	494	45386	94	100	99	512	540	569	40	25	15	47	23	15	13	46	52	NA	5	18

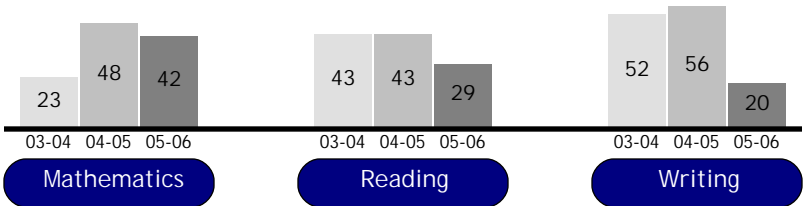
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	1439	79179	98	99	98	491	493	519	21	20	11	40	36	27	40	43	58	NA	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	722	38974	96	99	99	505	499	524	11	17	8	33	35	25	56	48	61	NA	1	5
Male	26	717	40124	100	99	97	476	488	513	31	23	13	46	38	28	23	38	54	NA	1	4
African American	NC	150	4243	NC	98	98	NC	491	506	NC	23	14	NC	32	32	NC	44	51	NC	1	3
Hispanic	33	928	30987	97	99	98	482	486	498	21	22	17	52	41	36	27	37	45	NA	0	1
Asian/Pacific Islander	NC	38	1832	NC	100	99	NC	536	543	NC	5	4	NC	18	17	NC	66	69	NC	11	10
American Indian/Alaskan Native	NC	32	4573	NC	100	96	NC	489	494	NC	16	16	NC	44	41	NC	41	42	NC	NA	1
White	13	290	37467	100	99	98	507	512	539	23	13	5	23	28	17	54	57	70	NA	2	8
Students with Disabilities	NC	180	8567	NC	97	88	NC	446	467	NC	60	39	NC	30	38	NC	10	22	NC	NA	1
Students without Disabilities	45	1259	70612	98	99	99	502	500	524	9	14	7	44	37	25	47	47	62	NA	1	5
Limited English Proficient Students	12	383	9013	92	97	95	466	469	461	25	32	40	58	48	48	17	20	12	NA	NA	0
Migrant Students	--	20	680	--	87	96	--	478	487	--	30	20	--	50	43	--	20	36	--	NA	1
Economically Disadvantaged	38	945	33345	100	98	96	486	486	499	21	23	17	45	41	36	34	37	46	NA	0	1
Non-Economically Disadvantaged	15	494	45834	94	100	99	503	507	533	20	15	7	27	29	19	53	55	67	NA	2	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	1438	79734	98	99	99	543	541	554	NA	5	3	42	21	19	58	73	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	721	39243	96	99	99	558	552	568	NA	4	2	30	16	12	70	79	85	NA	NA	1
Male	26	717	40413	100	99	98	527	531	541	NA	6	4	54	27	26	46	67	70	NA	0	0
African American	NC	152	4285	NC	99	99	NC	542	548	NC	3	3	NC	23	22	NC	74	74	NC	NA	0
Hispanic	33	926	31254	97	99	99	534	535	539	NA	6	5	48	24	25	52	70	70	NA	NA	0
Asian/Pacific Islander	NC	38	1837	NC	100	99	NC	572	579	NC	3	1	NC	8	9	NC	89	87	NC	NA	2
American Indian/Alaskan Native	NC	31	4613	NC	97	97	NC	535	535	NC	3	4	NC	32	29	NC	65	67	NC	NA	0
White	13	290	37668	100	99	99	558	560	569	NA	3	1	23	13	13	77	83	85	NA	0	1
Students with Disabilities	NC	179	8943	NC	97	92	NC	483	495	NC	16	11	NC	54	51	NC	31	38	NC	NA	1
Students without Disabilities	45	1259	70791	98	99	100	551	549	561	NA	4	2	36	17	15	64	79	83	NA	0	0
Limited English Proficient Students	12	380	9138	92	96	97	510	510	492	NA	12	13	75	32	46	25	56	40	NA	NA	NA
Migrant Students	--	21	687	--	91	97	--	503	528	--	10	6	--	38	28	--	52	65	--	NA	NA
Economically Disadvantaged	38	943	33718	100	97	97	540	533	538	NA	7	5	45	25	26	55	68	69	NA	NA	0
Non-Economically Disadvantaged	15	495	46016	94	100	100	550	558	567	NA	3	2	33	15	14	67	82	84	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

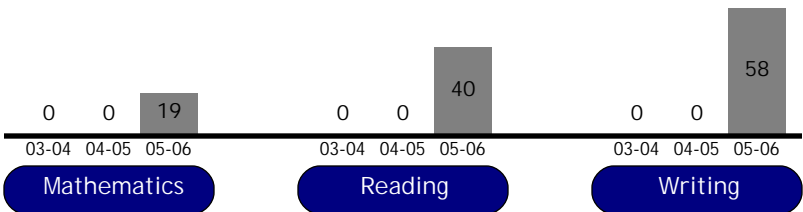
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	31	NA	58	97	24	34	47	95	21	28	46
	Language	99	22	34	50	97	25	36	47	95	16	32	48
	Mathematics	100	37	47	64	97	31	39	50	95	30	39	52
3	Reading	98	29	NA	55	98	27	32	44	96	15	27	46
	Language	94	30	42	61	98	27	32	44	96	20	28	46
	Mathematics	93	28	39	61	98	35	38	51	96	24	37	52
4	Reading	85	29	NA	56	100	31	36	48	96	32	34	52
	Language	92	31	32	52	100	31	37	49	96	32	35	52
	Mathematics	91	31	36	61	100	32	39	53	96	35	41	58
5	Reading	100	31	NA	55	98	32	37	50	100	32	37	56
	Language	100	30	31	49	98	31	36	50	100	28	35	54
	Mathematics	100	29	40	63	98	32	36	49	100	25	35	52
6	Reading	96	26	NA	56	97	37	41	51	100	32	37	56
	Language	95	26	28	48	97	31	36	47	100	28	32	50
	Mathematics	95	39	44	66	97	38	39	52	100	35	37	58
7	Reading	--	--	NA	54	100	46	39	50	98	35	35	54
	Language	--	--	34	58	100	44	41	52	98	37	39	58
	Mathematics	--	--	37	62	100	30	38	50	98	34	35	54
8	Reading	--	--	NA	55	--	--	40	51	100	39	41	58
	Language	--	--	27	52	--	--	41	50	100	39	41	56
	Mathematics	--	--	36	61	--	--	39	53	100	25	37	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 10 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Create a School Improvement Plan
- Ü Address Identified Areas of concerns
- Ü Address Identified Areas of Interest

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	2.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	5	2	0	0
7 to 9 years	5	2	0	0
10 or more years	3	15	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Multimedia Library
- Ü TV Production Studio
- Ü Mobil computer laptop/ wireless labs
- Ü Extended Day

Extracurricular Activities

- Ü Math Homework Club
- Ü Math Counts
- Ü Soar to Success/Early Success
- Ü English as a Second Language
- Ü Intradistrict Athletics 5th- 8th Grade

Social Services

- Ü Part-Time Social Worker
- Ü Community Parent Liason
- Ü School Nurse
- Ü School Psychologist

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We increased the number of students meeting or exceeding the standard in math an average of thirty percent in one year.

- ü We increased student achievement on the A.I.M.S. assessment in six out of six categories.

- ü We are the first school to open on time in our district since 1988.

- ü Student received Honorable Mention in the Glendale Public Library Poetry contest.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	88	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We provide tools for our teachers through training in Violence Prevention and in Tools for Teaching and Creative Spirit. We train our students in Violence Prevention, Creative Spirit and Peer Mediation and we structure an orderly environment.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Martha Olibarria Gomez	(623) 842-8216
Transportation Policy	Eric Kissel	(623) 842-8180
Community Resources	Dori Dipietrio	(623) 842-8216
School Nutrition Programs	Barry Leimkuehler	(623) 842-8180
Parent Organization	Theresa Fowler	(623) 842-8216
Student Health/Nurse	Celeste Lee	(623) 842-8216

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.